

School No.: 595144

Quality Review Report (Translated Version)

Jonathan Innovative English Kindergarten

**Shop OT/KG01, Lung Poon Court Commercial Centre,
Diamond Hill, Kowloon**

29, 30 January & 1 February 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 29, 30 January & 1 February 2024

- School met the standards of Quality Review**
- School did not meet the standards of Quality Review**

School Performance

1. Promoting Continuous Development of School

- 1.1 The leadership team supports the development of the school and values the professional growth of teachers. Visits to peer schools are organised for teachers to share their experiences with one another and broaden their horizons. The management keeps an open attitude, respects and considers teachers' opinions. Under the appraisal system, the management not only gives feedback and suggestions in light of teachers' performance, but also encourages teachers to express their views on school administration in an effort to foster a culture of communication with openness and mutual trust. To tie in with the development plans of the school, the management forms functional groups to facilitate coordinating and implementing relevant work. In an atmosphere where team members help and support each other, newly-recruited staff can swiftly adapt to the work requirements of the school. Teachers actively seek for advancement and promote the continuous development of the school.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to improve its arrangements of free choice activities to promote children's learning through play. The management leads teachers to examine the school context and needs of children so as to devise the school's development direction together. They formulate related implementation strategies and regularly review the effectiveness of major concerns and various areas of work. The school has set its major concern as promoting moral education in recent two years and has been cultivating children's good moral characters including showing respect, perseverance and bearing responsibilities. In this school year, the school also takes the promotion of Chinese culture as another major concern and deepens children's understanding of traditional culture and customs through project learning, activities about 24 solar terms, festive celebrations and so forth. The school implements various tasks progressively from the aspects of teacher professional development, activity design and parent work.
- 1.3 The school accepts learner diversity. It establishes an identification and referral

mechanism for children with special needs and provides them with appropriate support. In response to the needs of K3 children regarding their transition to primary one, the school liaises with primary schools in the district. Both parties carefully design experiential activities for children according to their interests to gain knowledge about the campus environment and learning mode of primary schools amid a relaxing and interactive context. Teachers maintain close communication with parents through different channels. Parents can know about the characteristics of the school curriculum and parenting skills on taking care of children by joining parent-child activities, workshops and volunteer services, thus working together with the school to facilitate children's healthy growth.

2. Learning and Teaching

- 2.1 With reference to the teaching packages, the school designs an integrated curriculum using themes. The curriculum content covers various learning areas to nurture children's virtues and positive values, assisting them in grasping skills and acquiring knowledge. The school also arranges project learning based on children's interests. Teachers guide children to pay attention to their surroundings and cultivate children's observation skills and curiosity about things, as well as developing their exploratory and problem-solving skills through information collection, active exploration, showcase of achievements and so forth. The school has created an inspiring learning environment meticulously in recent years and set up an interesting play zone in the spacious lobby for children to engage in art creation, constructive games, free choice physical activities, etc., according to children's preference to extend their various interests. The daily schedule of the school is balanced to offer children sufficient opportunities and alternate active and quiet activities to promote their whole-person development. However, some pieces of homework for K3 are rather difficult. The school must review and remove the inappropriate content to cater for children's abilities and developmental needs.
- 2.2 The school keeps on improving the assessment mechanism by updating the thematic assessment items and revising the design of summative assessments to present children's development and learning in a more comprehensive and concrete manner. Teachers conduct assessments for children on each theme and discuss the respective criteria during curriculum meetings, which is conducive to enhancing the objectivity of the assessment process. In tandem, teachers observe children's performance

continuously and compile observation records to describe in detail the skills children had mastered in learning, showing appreciation for children's effort in making progress, and providing proper suggestions to parents when necessary for them to support children's learning. Teachers retain assessment information, observation records and children's work in learning portfolios to summarise children's growth processes.

- 2.3 The school has established a curriculum management mechanism. The management conducts collaborative lesson planning with teachers of all grade levels to discuss teaching content, use of teaching aids and artwork design, which is favourable to professional exchange. The management keeps track of the effectiveness of curriculum implementation by conducting lesson observation and scrutinising teaching documents. It renders guidance to teachers timely as well. Teachers have developed a habit of reflection. In addition to carrying out reflection on daily teaching, teachers also review children's learning by themes. They make suggestions for improvement on arrangements of language learning and thematic activities. The management may steer teachers to evaluate children's learning effectiveness from the teaching design, strategies and so on of the learning activities. Through various means of exchange, the professional capacity of teachers could be further enhanced.
- 2.4 In this school year, the school regards promoting Chinese culture as its major concern. It incorporates relevant learning elements into the curriculum. For instance, the school conducts project learning on the theme of Lunar New Year, and designs teaching activities related to 24 solar terms in enhancing children's understanding of festivals, customs, and culture of the solar terms. Teachers carefully select topics for children to experience the culture of the solar terms in the aspects of clothing, food, accommodation and transport. Activities include collecting clothes for different seasons to create a Chinese patchwork cloth, teachers and children enjoying hotpot cuisine together, and creating ink painting on seasonal crops. These activities are conducive to children's comprehension of the inextricable link between climate and life through daily experiences. Moreover, teachers take into account children's interest to develop a wide range of exploratory content for the project learning themed on Lunar New Year. As observed, children were engaged in project learning that they used abundant artwork materials and different skills to make Lunar New Year dishes that looked genuine and lion dance heads with unique features. Children also had chances to learn about the beast "Nian" and Chinese zodiac. They

interpreted folklore by means of story creation and drama. With teachers' meticulously-designed experiential activities, children express their love and appreciation towards Chinese culture in various forms.

- 2.5 The school has actively promoted moral education in recent years. It sets annual moral priorities for children and encourages them to practise good behaviour through classroom learning, service activities and simple parent-child learning tasks. When having free choice activities, children are willing to share materials with their peers and help each other complete learning tasks, demonstrating the spirit of cooperation. Children who serve as little caring angels before class take care of younger peers in a responsible manner and assist them in taking electronic roll call. During snack time, children pick the food portion by themselves according to their appetites, showing that they have already developed an attitude of cherishing food. Children help each other put on and take off their jackets. Additionally, children encourage their peers to take up challenges with the slogan of never give up, showing a friendship of love and tolerance.
- 2.6 The school furnishes the campus with children's works while using children's portraits to make child-like decorations, creating a relaxing and joyful learning environment. The school sets up diversified free choice activity zones and interest corners in the lobby and classrooms respectively. It also installs sensory teaching aids and big paintbrushes on the walls to attract children to manipulate and explore so as to enrich children's learning experiences. A simulated tuck shop immerses children in almost real scenarios where children serve their peers with care when placing orders, baking a variety of breads and making juice to show their adequate understanding of daily life. Furthermore, children exploit their observation and imagination in the construction zone on the floor as they assemble building blocks into different vehicles and then to compete with their peers, demonstrating mutual appreciation. Teachers design challenging games for children. Whenever children successfully complete a task, they laugh together and encourage each other. The teaching aids in the interest corners are interesting and able to extend the thematic learning. Children, for example, throw bean bags onto spring couplets on a paper holder, after that, they recognise the propitious verses that are a combination of illustrations and simple words in the spring couplets. Interesting and exciting games are effective in stimulating children's learning interest and initiative. Teachers establish a good relationship with children, take part in games to interact with them as well as guiding them to think and express themselves in an appropriate

manner.

2.7 Teachers put much effort into teaching preparation. Teachers utilise sensory experiences to develop children's exploratory abilities and encourage them to learn and work with their peers to think of solutions to problems. Teachers are friendly and amiable that they guide children with patience to describe the process of play or details of self-made crafts with an aim to strengthening children's confidence in expression and provide a natural living environment for developing children's language abilities. Some teachers are keen at observation to give incidental teaching according to the responses of children. Teachers design music and physical games in accordance with the theme of Lunar New Year. They arrange for children to sing and play musical instruments while feeling the beat of songs. They also foster children's gross motor development through the physical activities or group games.

3. Recommendations for Enhancing Self-improvement of School

The school maps out clear objectives for the major concerns and incorporates relevant learning elements into curriculum design as well as reviewing the progress and effectiveness of the work plans to promote school development. The management is advised to lead the team to enhance the professional capacity of teachers continuously in aspects of teaching and homework design through various forms of professional exchange. Additionally, the management could improve work related to parent education in response to parents' needs, making it an impetus for the sustainable development of school.